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Song School Spanish



At Classical Academic Press we do not merely create instructional textbooks, we create complete sets of learning tools designed to make teaching and learning both accessible and delightful. For each subject we start with a core text: the student book. We then provide several support materials to give all the aid that a teacher or student could need to feel confident as they master the subject together. These products are all listed below so that you can see a complete view of the entire curriculum. In addition, we created an entire website, HeadventureLand.com, which offers free educational games, videos, and ebooks where students can practice the subject they are learning.



The Student Text: filled with the lessons and exercises that are the student's primary contact with the material. A lively musical CD is a delightful piece of the program and comes in the back of each student text.

The Teacher's Edition: includes the student text, answer keys, teacher's notes, and over 40 pages of extra activities keyed to each chapter. Don't reinvent the wheel, let experienced teachers show you their best approaches and practices to this material.



Flashcards: these bright cards are not only straight flashcards, but games that you can play traditional card games with—memory, go fish, and others. Who said that rigorous learning isn't fun?



Classical Subjects Creatively Taught™

Song School SPANISH



Julia Kraut
with Grant Durrell



Song School Spanish

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CD Track Information

TRACK NUMBER & NAME	CHAPTER	PAGE	TIME
1. Hola maestra Song	1	11	1:11
2. Greetings Song	1	11	1:18
3. Alphabet Chant	1	12	1:58
4. Where's Tortuga ?	1	12	3:08
5. Yo me llamo Song	2	16	0:47
6. Yo me llamo Song (with Student Sing-Along)	2	18	0:42
7. Spanish Vowels Chant	2	16	0:34
8. ¿ Cómo estás? Song	3	20	1:36
9. If You're Feliz and You Know It	3	21	1:37
10. ¿ Cómo estás? Chant	3	21	0:36
11. Family Song	5	31	1:58
12. Hola mi familia Song	5	31	2:03
13. Niño, niña Song	6	34	2:11
14. Hola niños Song	6	35	1:02
15. Sit on Your Silla Song	7	38	1:00
16. Silly Sally Chant	7	38	0:27
17. Build a Casa	8	41	1:36
18. Who and What Chant	9	44	0:41
19. Classroom Commands Song, Part I	11	54	2:11
20. Classroom Commands Song, Part II	12	58	2:11
21. Shoelace Chant	13	61	0:30
22. Manners Song	13	61	2:04
23. Animal Song, Part I	15	72	1:09

TRACK NUMBER & NAME	CHAPTER	PAGE	TIME
24. Animal Song, Part II	16	75	1:20
25. Color Song	17	79	1:05
26. My Pets	18	84	3:00
27. Counting Song	19	88	2:44
28. The Pájaro Puppet Song	19	89	2:26
29. Bonus Song: Madre padre Song	20	99	1:20
30. Mi cuerpo Song, Part I	21	102	1:28
31. If You're Feliz and You Know It, Cuerpo Version, Part I	21	103	1:32
32. Mi cuerpo Song, Parts I & II	22	106	1:18
33. If You're Feliz and You Know It, Cuerpo Version, Part II	22	107	1:32
34. Quiero, quieres Song	23	110	1:21
35. Como Song	23	111	0:54
36. Comida Chant	24	114	0:28
37. Quiero comida Song	24	114	0:51
38. Bonus Song: Darlin' Dearest: The Dinner Song	25	123	1:58
39. Hungry/Thirsty Song	26	127	2:27
40. Weather Song	27	130	1:31
41. Seasons Song	28	134	1:00
42. The Daytime Song	29	137	1:03
43. Greetings Song	30	140	1:25
44. Bonus Song: Weather and Seasons Song	31	147	1:32

Bienvenidos a “Song School,” a place for you and your students to have fun acquiring Spanish vocabulary and learning the basics of language acquisition. This book is designed to lay the foundation of a strong vocabulary in Spanish, taking advantage of young children’s incredible capacity for memorization and the fun they can have singing and chanting. Through songs, games, and simple workbook activities, students will learn 106 vocabulary words as well as some conversational Spanish.

Schedule and Pacing

The book is designed for your class to cover one chapter a week, completing thirty-one chapters during a September-May school year. Review chapters are built in every few weeks to help students master the content before moving on, and most chapters end with a small review of words from earlier in the text. Memorizing the songs works well as part of a daily classroom routine, and students should be encouraged to listen to the CD in the car and at home. The workbook pages can be completed in one class period (for Spanish teachers who see their classes once a week for a full school period) or with 10-15 minutes per day, spread over the school week.

Chapter Lessons & Grammar

A secondary goal of this text is to gently open children’s eyes to the process of language learning. The chapter lessons address some of the frustrations students have when they first begin studying a language—for example, dismay at encountering a phrase in Spanish that has fewer words than its English translation. Many students are surprised to find that foreign languages have different rules than English does—some are even surprised to find that language has rules at all. Our hope is that your students will find these new rules exotic and intriguing, rather than an obstacle to surmount.

To create this level of comfort and interest in studying grammar, the few “rules” that are touched on here are treated very generally. We’ve chosen to focus on gender agreement, an aspect of Spanish grammar that will be new for native speakers of English. Students will also see some of their vocabulary words manipulated within the contexts of the songs to implicitly provide information about how those words are used. For example, some words will be taught in the singular form, and then pluralized within a song.

A Note About Code Switching

Code switching is the linguistic term for changing languages mid-speech. In recent years, code switching has been discouraged in the language classroom, where teachers aim for a “full immersion” situation, and ask their students not to speak their native language. At Classical Academic Press, we believe in using a child’s native language as a scaffold to facilitate a more rapid acquisition of grammar concepts and vocabulary.

There is a significant amount of research on the phenomenon of code switching, establishing it as a common, and “natural,” occurrence in bilingual communities. In the songs and exercises in this book, we have attempted to respect the patterns of native-speaker code switching as much as possible, providing students with extra contextual information about how words are used in Spanish.

We hope you and your students have a great experience with *Song School Spanish*. Feel free to contact us at info@ClassicalAcademicPress.com with any questions about the text or the album.

Additional Resources

Classical Academic Press has designed several resources that supplement *Song School Spanish*. Please review and consider using the following:

- **HeadventureLand.com:** This is a free student-support website where students can practice their Spanish vocabulary using an online game called FlashDash: *Song School Spanish*. The game provides a chapter-by-chapter review of *Song School Spanish* vocabulary and gives students the opportunity to compete for monthly high scores with other students from around the world. We highly recommend this site as another means of aiding students in mastering Spanish vocabulary.
- **Spanish Amigo Match:** These cards, which contain all of the vocabulary from *Song School Spanish*, play like the Memory Game in which students seek to match one Spanish card with its English twin. The cards can also be used as typical vocabulary flash cards. You may see a sample of these cards on the product page for *Song School Spanish* at ClassicalAcademicPress.com.
- **Spanish Pronunciation Files:** While the *Song School Spanish* audio CD teaches Spanish pronunciation well, it is also helpful to hear the vocabulary for each chapter pronounced. To download MP3 files of all of the vocabulary being pronounced, visit the *Song School Spanish* product page at ClassicalAcademicPress.com.
- **Extra Songs:** In addition to the audio CD bound into the SE, you can also find more downloadable Spanish songs on the *Song School Spanish* product page of ClassicalAcademicPress.com.
- **Ask the Magister/Maestro:** Parents and teachers may ask questions about this text and seek guidance from other Spanish teachers by clicking the “Ask the Magister” link on the front page of ClassicalAcademicPress.com.

A Suggested Schedule for Teaching *Song School Spanish*

Song School Spanish was designed to be flexible and easy to teach in various settings. It can be taught once a week in a gathered class (for about forty-five to sixty minutes) with students doing some workbook activities at home (with parental guidance) and listening to the audio CD between sessions. However, our suggested method consists of more frequent study in shorter time segments. Therefore, we generally recommend a three-to-four day rhythm with the student doing some of the workbook exercises and singing/chanting along with the audio CD during each session. Each of these sessions should only take ten to twenty minutes. We also recommend that students play the audio CD around the home, in the classroom, and in the car, which will aid them in learning much even without the workbook.

What follows is a generic, three-day (or three-session) schedule that teachers and parents can easily adapt to other rhythms and patterns.

Day One: Have students study the first page and read out loud all the new Spanish words/phrases for the week. For proper pronunciation, students should listen to the audio file of the Spanish words/phrases being spoken. These files can be downloaded from the *Song School Spanish* page of ClassicalAcademicPress.com. Then students should listen to the chapter song(s)/chant(s) on the audio CD. The songs and chants will help them to remember the words and pronounce them correctly.

Day Two: Have students review the chapter's Spanish words/phrases once more and practice speaking them, both by reading them out loud and by speaking them from memory. Have students practice speaking the words to another student or to you or a parent. Next, students should sing/chant along with the CD and also see if they can sing/chant from memory. Students should then read the chapter lesson in the book and do any exercises that follow it, being sure to stop when they reach the Show What You Know section—they'll do that section during the third lesson. End the lesson by having students recite from memory all the Spanish words/phrases in the chapter and having them sing/chant the song(s)/chant(s) from memory, too.

Day Three: Have the students, from memory, say out loud all of the chapter's Spanish words/phrases. Next they should sing/chant the song(s)/chant(s) from memory and then sing/chant along with the audio CD a couple of times. It is also a good idea to have them review the songs/chants from previous chapters, an activity students should find enjoyable. Finally, have students do the Show What You Know section and finish the chapter.

Once again, **bienvenidos a *Song School Spanish*!**

Gracias,

Julia Kraut and Grant Durrell

Pronunciation Guide

Note to Teachers/Parents

Did you know that your students have an advantage over you? Because their young brains are still learning new sounds, it is much easier for them to learn the sounds associated with a different language. You should encourage your students to employ this natural ability by trying to mimic the sounds of the native Spanish speakers on the CD as a fun and organic way to learn Spanish pronunciation. The following guide is a great supplement to the CD and also an excellent reference for anyone who may want the differences in pronunciation made more explicit. The “Alphabet Song” (chapter 1) and “Spanish Vowels Song” (chapter 2) will give your students an opportunity to hear each letter’s sound separately as well.

Spanish Consonants

The Spanish alphabet (the **abecedario**) has twenty-nine letters—twenty-four consonants and five vowels. The letters **ch**, **ll**, and **ñ** are the additional consonants that don’t appear in the English alphabet. Some Spanish speakers also consider **rr** a letter (which would bring the count of letters in the **abecedario** from twenty-nine to thirty). Many sounds in Spanish are similar to the sounds made by the same letter in English, but are articulated in a slightly different way. The exceptions—letters pronounced differently—are listed below. (Note: A textbook or website discussing Spanish phonetics may be of use to anyone interested in a more in-depth look at how sounds are formed in Spanish.)*

Letter	Pronunciation	Example	Sound
c	like an English <i>k</i> in front of <i>a</i> , <i>o</i> , and <i>u</i> ; like an English <i>s</i> in front of <i>i</i> and <i>e</i>	casa (house) cena (dinner)	ka-sa se-na
ch	like the <i>ch</i> in cheese	leche (milk)	le-che
g	like an English <i>g</i> in front of <i>a</i> , <i>o</i> , and <i>u</i> ; like an English <i>h</i> in front of <i>e</i> and <i>i</i>	gato (cat) girar (to spin)	ga-to hee-rar
h	silent	horno (oven)	or-no
j	like an English <i>h</i>	pájaro (bird)	pa-ha-ro

*As of the printing of this book, the University of Iowa’s phonetics website (<<http://www.uiowa.edu/~acadtech/phonetics/>>) is an excellent resource, with videos, sound, and animated diagrams of how the mouth makes different sounds. It covers Spanish and English (as well as German), which makes it helpful in explaining the differences in sounds between the languages.

Letter	Pronunciation	Example	Sound
<i>ll</i>	very similar to the English <i>y</i>	llama (flame, llama, he/she calls)	ya-ma
<i>ñ</i>	like the <i>ny</i> in canyon	niño (boy)	nee-nyo
<i>v</i>	similar to an English <i>b</i>	vaca (cow)	ba-ca
<i>z</i>	in the Western Hemisphere, a z makes the sound of an English <i>s</i> ; in Spain, it makes a <i>th</i> sound such as in the word “think”	zorro (fox)	so-rro (Americas) tho-rro (Spain)

The Spanish *R*

In Spanish, both the double **r** and the single **r** are rolled at the beginning of a word. A single **r** in the middle of a word is a single tongue-tap, almost like an English *d*, and the rolled **r** is a bit like at least three *d*'s in rapid succession. The sound can be made by holding your tongue to the roof of your mouth and exhaling forcefully.

Spanish Vowels

Letter	Pronunciation	Example	Sound
a	like the <i>a</i> in father	casa (house)	kah-sah*
e	see below		
i	like the <i>ee</i> in keep	niño (boy)	nee-nyo
o	like the long <i>o</i> in open	ocho (eight)	o-cho
u	like the <i>oo</i> in boots	uno (one)	oo-no

The **e** sound in Spanish is like a cross between the English *e* in **pet** and the *ay* in **say**. If an English speaker makes the sound in the word “say” and then draws it out very slowly, he or she will hear that the “ay” is actually two sounds—an “eh” sound (close to the sound in “pet,” but also a bit like a long “a” sound) followed by an “eee” sound. The Spanish **e** is the English “ay” in “say” *without* the “eee” sound on the end. For more information, one of the many phonetics websites with audio examples may be helpful.

*The pronunciation of **casa** in this chart is spelled differently than it is in the consonant chart because the focus here is on the sound the Spanish **a** makes.

Accents

When there is an accent mark on a vowel, the syllable containing that accented vowel is the emphasized syllable. In Spanish words, the second-to-last syllable without an accent mark is emphasized when it ends in a vowel, **s**, or **n**. The last syllable is emphasized in unaccented Spanish words that end in consonants other than **s** and **n**. There are occasionally accent marks in Spanish that are on the syllable that would be accented naturally; these distinguish between homographs—words spelled the same but with different meanings (for example, **si**, which means “if,” and **sí** with an accent, which means “yes”).

Accented Syllable	Last Letter of Word	Example	Sound
Second-to-last	vowels, n , or s	casa (house) niños (boys)	KAH-sah NEE-nyos
Last	consonants other than n or s	comer (to eat) feliz (happy)	co-MER fe-LEES
Any accented syllable	any	pájaro (bird)	PAH-hah-ro

Diphthongs

In Spanish, the vowels **i** and **u** form diphthongs with other vowels. In other words, the sounds blend together into one syllable. Next to another vowel, **i** will make a *y* sound, such as in the English word “yellow,” and **u** will make a *w* sound, as in the English word “water.” The exception is when the **i** or **u** is accented. In that case, the accented letter does not blend into the other vowel and is pronounced as a separate syllable.

Examples: Diphthongs	adiós (good-bye)	viento (wind)	familia (family)	nueve (nine)
Sound	ah-DYOS	BYEN-to	fa-MEE-lyah	NWE-be
Examples: No Diphthongs	maestra (teacher)	día (day)		
Sound	mah-E-stra	DEE-ah		

Words to Learn

hola	hello
adiós	good-bye
el maestro	male teacher
la maestra	female teacher
el estudiante	student
los estudiantes	students

Chapter Songs

Hola maestra Song [Track 1]

Here comes **maestra**,
¡**Hola, hola!**

Teach **los estudiantes**,
Students!

Away goes **maestra**,
¡**Adiós!**

Good-bye, **estudiantes**,
Good-bye, students!

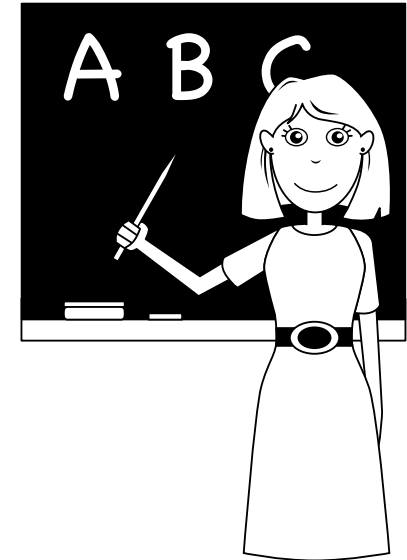
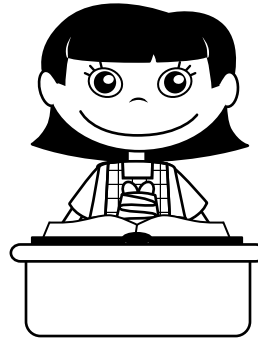
Greetings Song [Track 2]

¡**Adiós, adiós!** ¡**Adiós, adiós!**

I'll see you soon! (x2)*

¡**Hola, hola!** ¡**Hola, hola!**

Glad that you came back! (x2)



*That number at the end of the verse is there to tell you how many times you should sing the verse.

Alphabet Chant [Track 3]

LYRICS

A, B, C, CH

D, E, F, G,

H, I, and J,

K and then we say

L, LL, M, N,

Ñ with a squiggle,

O, P, Q, and R

gives your tongue a tickle,

S, T, and U says “oo”

V, W,

X, and Y,

Z—now let’s play!

PRONUNCIATION

a, be, ce, che,

de, e, efe, ge

hache, i, and jota,

ka, and then we say

ele, elle, eme, ene,

eñe with a squiggle,

o, pe, cu, and erre

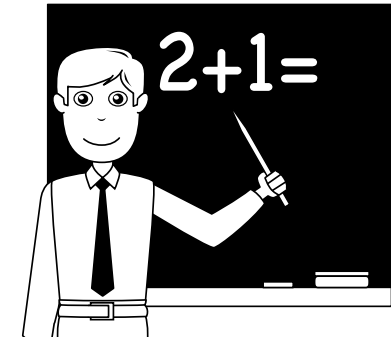
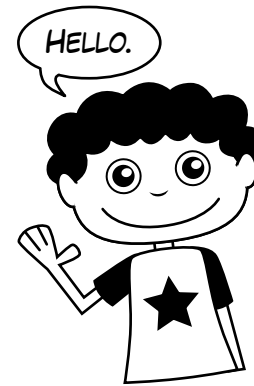
gives your tongue a tickle,

ese, te, and u says “oo”

uve, uve doble,

equis, and i griega,

zeta—now let’s play!



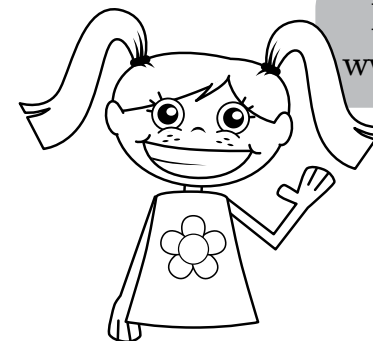
“Where’s Tortuga?” [Track 4]

¿Dónde está Tortuga? ¿Dónde está Conejo?

Here I am! Here I am!

¡Ho-ola Tortuga! ¡Ho-ola Conejo!

¡Adiós, adiós!



Enjoy fun, free practice at
www.HeadventureLand.com!

Chapter Lesson

Take a look at the letters of the Spanish alphabet in the “Alphabet Chant.” The Spanish alphabet looks a lot like the English alphabet, doesn’t it? They are very similar, but in Spanish, there are three letters that we don’t have in English: **ch**, **ll**, and **ñ**. That means that the Spanish alphabet has twenty-nine letters and the English alphabet only has twenty-six. Sometimes letters in Spanish make different sounds than they do in English. How will you know what sounds the letters make? You will know by listening to your teacher and to your songs!

Practice Your Spanish

1. Practice writing **hola** and **maestra** by tracing the dots.

hola

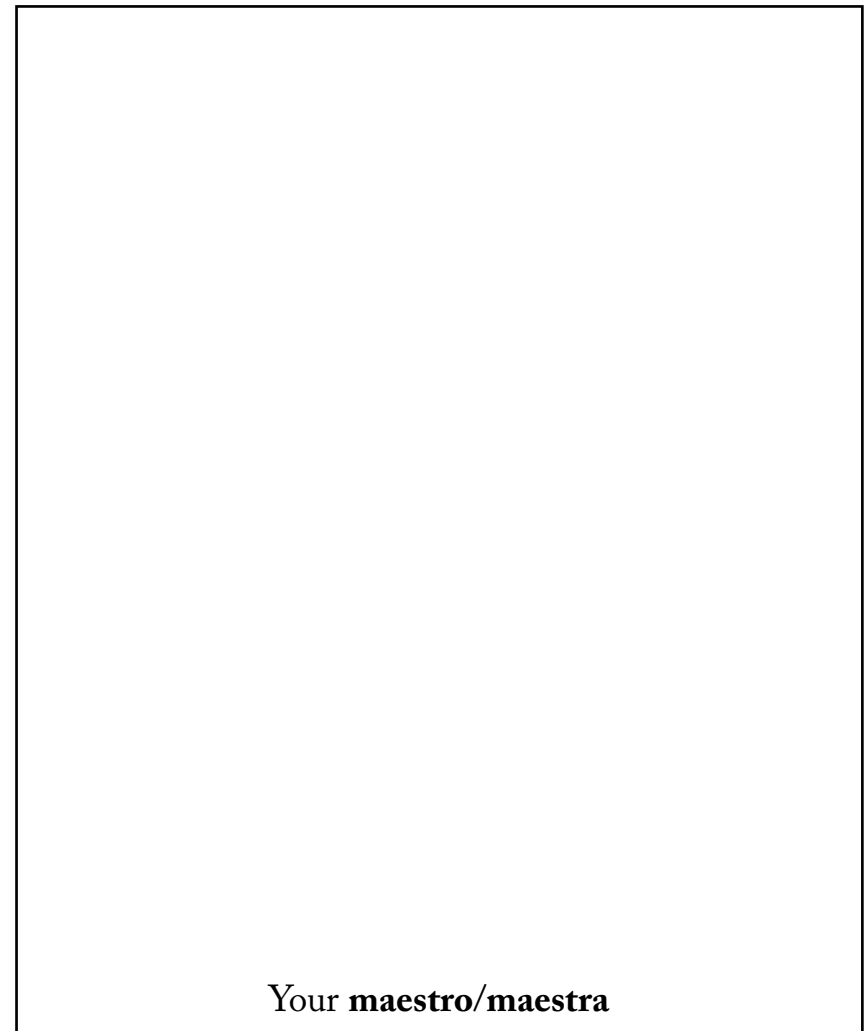
maestra

2. Practice writing the letters **A** through **I** by tracing the dots.

A B C CH D

E F G H I

3. In the box, draw a picture of your **maestro** or **maestra**.



Your **maestro/maestra**

Play a Game

Find a friend to play this game with you. Stand near a door, a table, or a chair—something your friend can hide behind. Sing the first part of the “Greetings Song” to your friend:

“¡Adiós, adiós!
¡Adiós, adiós!
I’ll see you soon!”

Since you have just said good-bye, your friend should hide. Then he or she can pop out again and try to surprise you. As soon as she does, sing,

“¡Hola, hola!
¡Hola, hola!
Glad that you came back!”

Take turns hiding and singing!

Chapter Story

Listen to your teacher read the story and fill in the blanks with either **hola** or **adiós**.

This is **Conejo**. ¡_____, Conejo! He is fast and likes to run races. One day, he challenged big, slow **Tortuga** to a race. This is **Tortuga**. ¡_____, **Tortuga**! As they began, **Conejo** ran far away into the distance. ¡_____, **Conejo**! After running so hard, **Conejo** got tired and took a nap. While he slept, slow **Tortuga** caught up to him. ¡_____, **Tortuga**! But **Tortuga** didn’t stop. She kept going. Soon she was far away. ¡_____, **Tortuga**! When **Conejo** woke up, he ran after **Tortuga**, but it was too late. All of the animals watched **Tortuga** come toward the finish line and shouted, “_____, **Tortuga**!” **Conejo** was very sad that he lost and scurried down into his hole to hide. ¡_____, **Conejo**!

Put On a Puppet Show

Cut out the **Tortuga** and **Conejo** puppets from page 159 in the back of the book. Sing the “Where’s **Tortuga**?” song and use the puppets to act it out as you sing! Here is a script:

You: ¿Dónde está Tortuga? ¿Dónde está Conejo?

Conejo: Here I am!

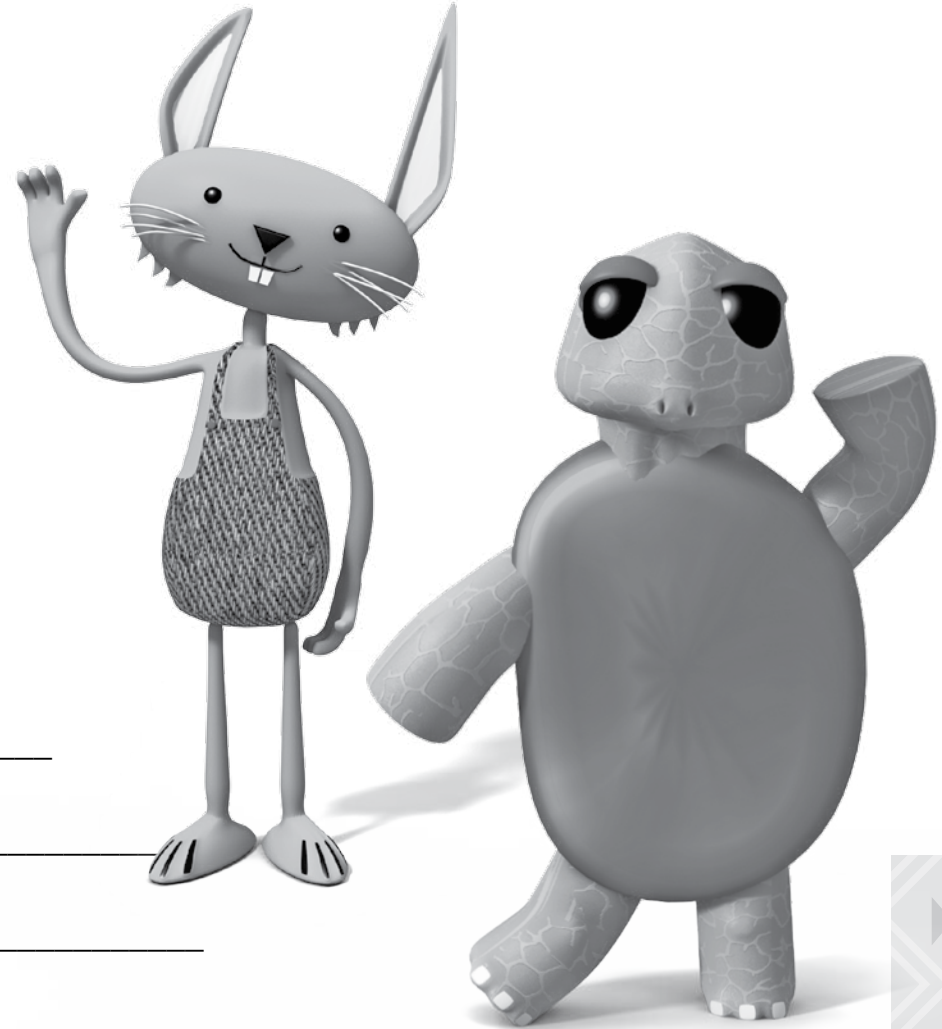
Tortuga: Here I am!

Conejo: ¡Ho-ola Tortuga!

Tortuga: ¡Ho-ola Conejo!

Conejo: Adiós

Tortuga: ¡Adiós!



Show What You Know

1. How do you say “hello” in Spanish? _____
2. How do you say “good-bye” in Spanish? _____
3. What is the word for “male teacher” in Spanish? _____
4. What is the word for “female teacher” in Spanish? _____
5. What is the word for “student” in Spanish? _____
6. What letters are in the Spanish alphabet but not in the English alphabet? _____

Chapter 2

Making Friends

Phrases to Learn

¿Cómo te llamas? What's your name?

Yo me llamo . . . My name is . . .

Chapter Songs

Yo me llamo Song [Track 5]

Yo me llamo (clap-clap-clap),
(clap-clap-clap),
(clap-clap-clap),

Yo me llamo (clap-clap-clap)
¿Cómo te llamas?

Spanish Vowels Chant [Track 7]

A says "a"—**hola, hola**

E says "e"—**estudiante**

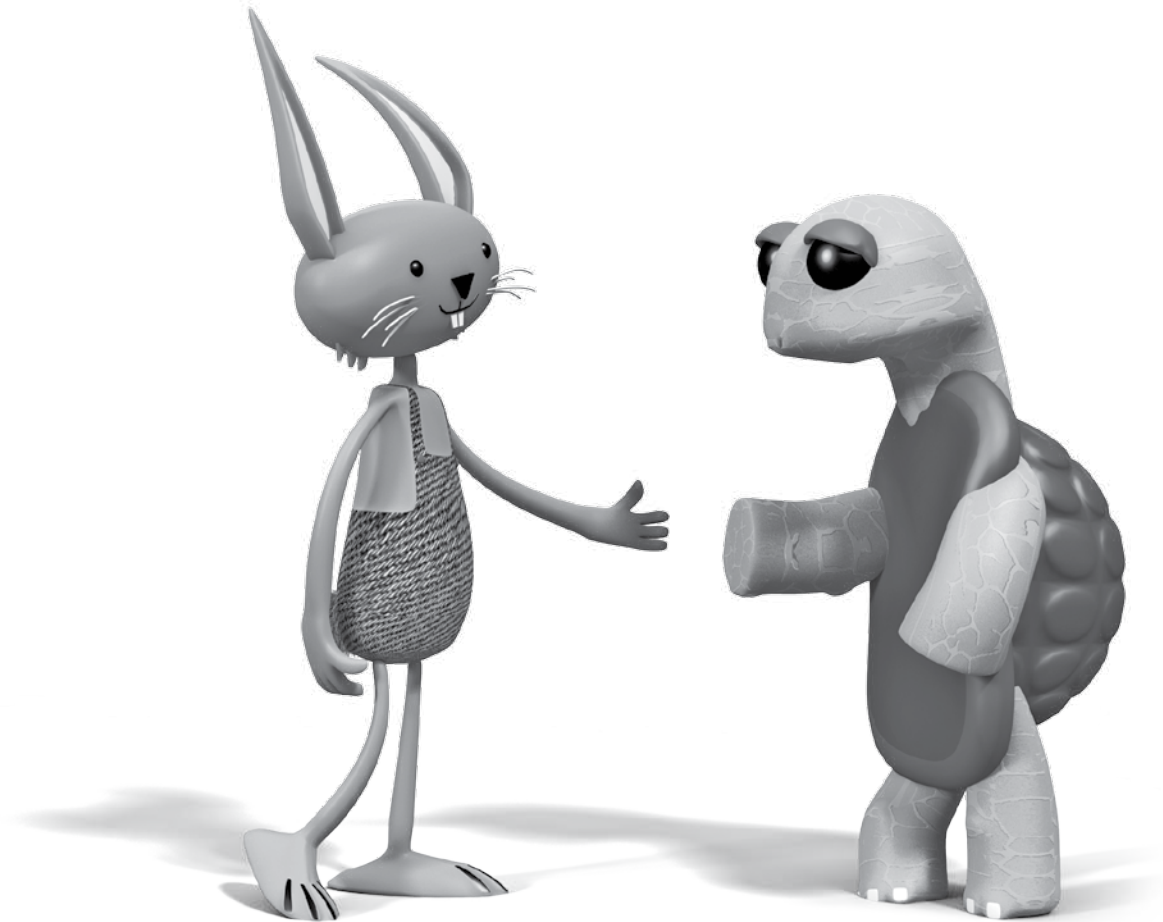
I says "i" like happy: **feliz**

O says "o"—**hola, hola**

U says "u"—**estudiante**

Chapter Lesson

By now you are probably noticing some things in Spanish that are different from English. For instance, you know that some letters make different sounds in Spanish than they do in English. Spanish vowels make different sounds than English vowels do, which is why this week you have a song that will help you practice Spanish vowel sounds.



You may have noticed something else about Spanish. Sometimes there is a little line over one of the vowels in a Spanish word. You can see an example of this in the question **¿Cómo te llamas?** from the Words to Learn section of this chapter. Do you see the little line over the **o** in **cómo**? That little line is called an accent. In Spanish, an accent tells you which vowel to say the loudest. That means that the word **adiós** is pronounced “a-DYOS.” Accent marks are very important. If you forget to include them on accented words, you are not spelling those words properly!

Practice Your Spanish

1. Practice writing your new words by tracing the dots. Finish the sentence “**Yo me llamo . . .**” by writing your name in the blank provided.

¿Cómo te llamas?
Yo me llamo _____.

2. Practice writing the Spanish letters **J** through **Q** by tracing the dots.

J K L L L M N Ñ O P Q

3. Write an accent mark over each vowel by tracing the dots.

Á á É é Í í Ó ó Ú ú

4. Circle the words that have accent marks.

cómo **hola** **adiós** **llamo** **maestra**

5. Draw lines to match each English word/phrase to the corresponding Spanish word/phrase.

- | | |
|----------------------|--------------------------|
| a. teacher | estudiantes |
| b. students | Yo me llamo . . . |
| c. hello | adiós |
| d. good-bye | maestra/maestro |
| e. What's your name? | hola |
| f. My name is . . . | ¿Cómo te llamas? |

Sing and Play

Get your **Tortuga** and **Conejo** puppets ready! It's time for them to sing the "**Yo me llamo** Song" (Track 6).

Tortuga: Yo me llamo Tortuga, Tortuga, Tortuga,
Yo me llamo Tortuga,
¿Cómo te llamas?

Conejo: Yo me llamo Conejo, Conejo, Conejo,
Yo me llamo Conejo,
¿Cómo te llamas?

You: Yo me llamo _____, _____, _____,
Yo me llamo _____,
¿Cómo te llamas?

When you're done singing with **Conejo** and **Tortuga**, sing with your friends! You'll need a ball to play this game. The first person starts out holding the ball and that person sings the song and puts in his or her name. When he sings, "**¿Cómo te llamas?**" he passes the ball to a friend. Then it's his friend's turn to sing the song and put her name in.

Show What You Know

For questions 1 to 4, circle the correct answer.

1. How do you say “What’s your name?” in Spanish?

Yo me llamo ... **¿Cómo te llamas?**

2. How do you say “My name is ...” in Spanish?

Yo me llamo ... **¿Cómo te llamas?**

3. When you leave, you say:

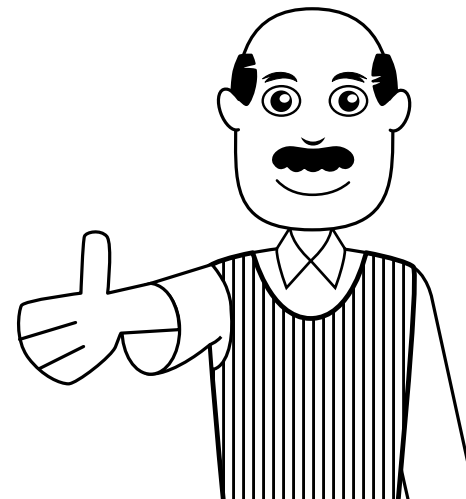
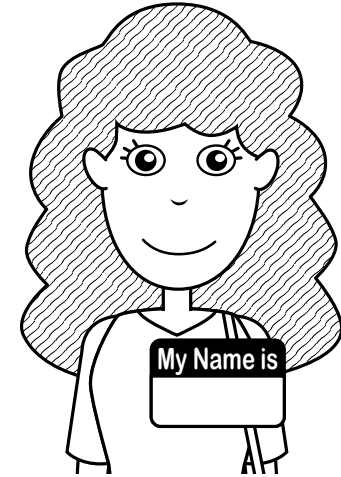
hola **adiós**

4. When you come back, you say:

hola **adiós**

5. Fill in the blanks with the letters that are in the Spanish alphabet but not in the English alphabet.

_____, _____, and _____



Chapter 3

How Are You?

Words/Phrases to Learn

¿Cómo estás?	How are you?
estoy	I am
bien	well, fine
feliz	happy
triste	sad

Chapter Songs

¿Cómo estás? Song [Track 8]

Hola, amigo, ¿cómo estás?

How are you friend, ¿cómo estás?

Gracias, amigo, estoy bien.

Thank you, friend, I'm doin' fine. (x2)

Hola, amigo, ¿cómo estás?

How are you, friend, ¿cómo estás?

Gracias, amigo, estoy triste.

Thank you, friend, I'm feelin' sad.

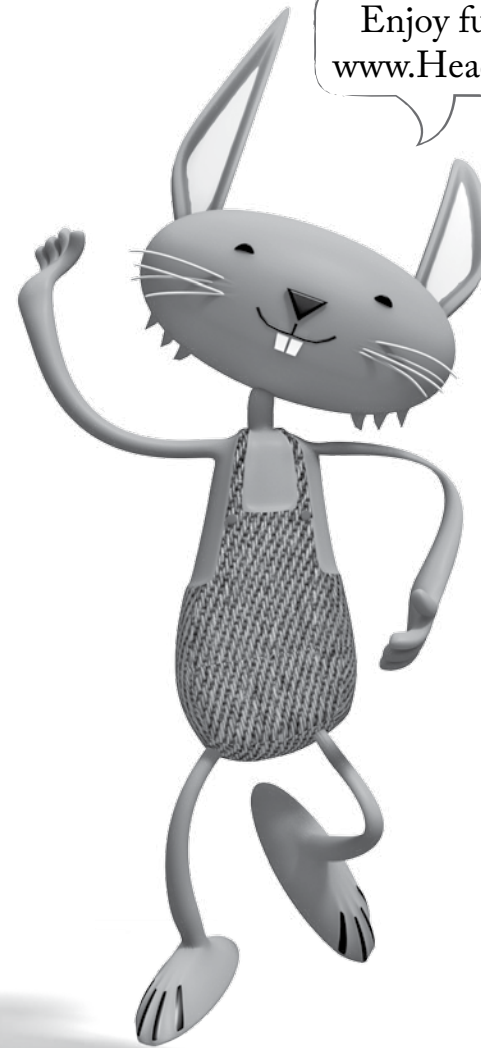
Hola, amigo, ¿cómo estás?

How are you, friend, ¿cómo estás?

Gracias, amigo, estoy feliz.

Thank you, friend, I'm feelin' happy.

Estoy feliz, feelin' happy. (x4)



If You're Feliz and You Know It [Track 9]

If you're **feliz** and you know it, clap your hands!
If you're **feliz** and you know it, clap your hands!
If you're **feliz** and you know it, then your face should surely show it.
If you're **feliz** and you know it, clap your hands!

If you're **triste** and you know it, cry out loud! (boo-hoo!)
If you're **triste** and you know it, cry out loud! (boo-hoo!)
If you're **triste** and you know it, then your face should surely show it.
If you're **triste** and you know it, cry out loud! (boo-hoo!)

If you're **feliz** and you know it, clap your hands!
If you're **feliz** and you know it, clap your hands!
If you're **feliz** and you know it, then your face should surely show it.
If you're **feliz** and you know it, clap your hands! (*x2*)

¿Cómo estás? Chant [Track 10]

Hey, HEY! ¿Cómo estás?
Tell me how you are, friend.
Estoy, estoy, ¡estoy bien!
I am doing fine, fine!

Hey, HEY! ¿Cómo estás?
Tell me how *you* are, friend.
Estoy, estoy, ¡estoy feliz!
I am feeling happy, happy!

Hey, HEY! ¿Cómo estás?
Tell me how you are, friend.
Estoy, estoy, ¡estoy triste!
I am feeling sad, sad!

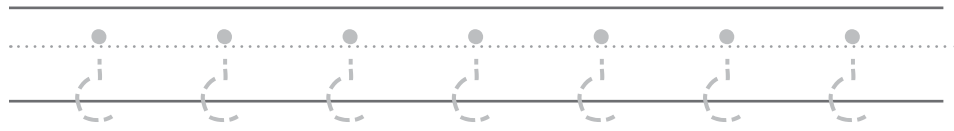
Chapter Lesson

Do you know how question marks and exclamation marks work in English? A question mark (?) is what you put at the end of a sentence that is a question. An exclamation point (!) is what you put at the end of a sentence that is an exclamation. An exclamation is something you say in an excited way.

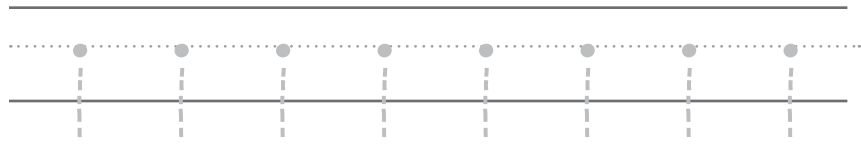
In Spanish, we don't just put question marks and exclamation points at the *end* of a sentence. We put them at the beginning, too. That way, you'll know if a sentence is an exclamation or a question before you get to the end. In Spanish, the question marks and exclamation points at the beginning of a sentence are written upside-down, like this: **¿Cómo estás?**

Practice Your Spanish

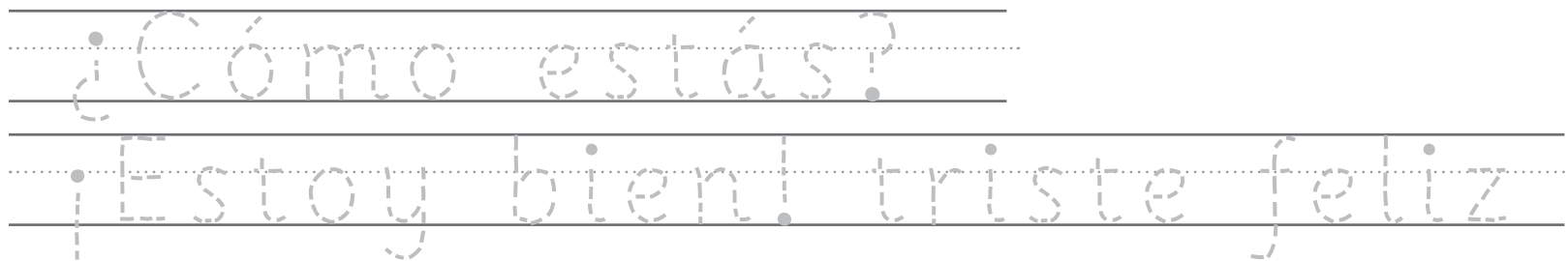
1. Practice writing upside-down question marks by tracing the dots.



2. Practice writing upside-down exclamation points by tracing the dots.



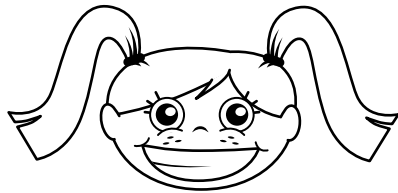
3. Now practice your new Spanish phrases by tracing the dots. Make sure you remember the question marks, exclamation points, and accents.



4. Practice writing the Spanish letters **R** through **Z** by tracing the dots.



5. Look at the pictures and write the Spanish word that describes how each person feels.



a. She looks like she feels _____.



b. She looks like she feels _____.

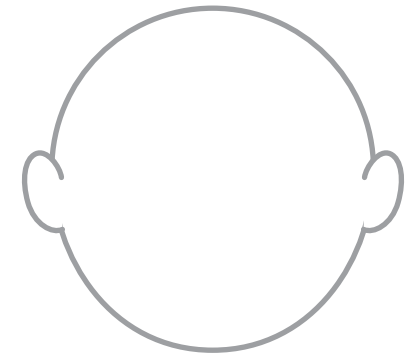
6. Draw a picture of your face and complete the sentence.

Estoy _____.

7. Fill in the Spanish word that fits best.

a. How do you feel when you get an ice-cream cone? _____

b. How do you feel when you fall down and scrape your knee? _____



Ask a Friend

Ask three people how they are in Spanish and circle their responses. Ask them the question, “¿Cómo estás?”

Person 1: **bien** **feliz** **triste**

Person 2: **bien** **feliz** **triste**

Person 3: **bien** **feliz** **triste**

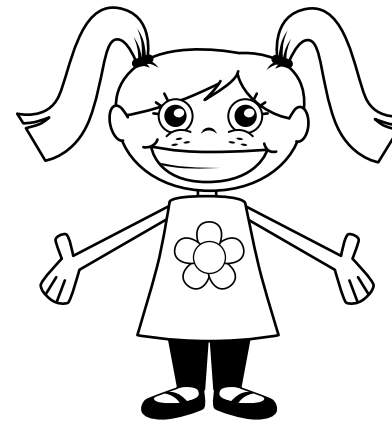
Show What You Know

In the following sentence, circle the correct Spanish word.

1. When you leave, you say: **hola** **adiós**

2. When you arrive, you say: **hola** **adiós**

3. The person who teaches you Spanish is a/an: **maestro** **maestra** **estudiante**



Chapter 4

Review

Master Your Words

Well, **estudiantes**, you have learned quite a bit of Spanish! Let's take **una semana** (a week) and make sure you remember everything we've done so far. Can you fill in the correct English word for every Spanish word below?

Chapter 1 Words

hola _____

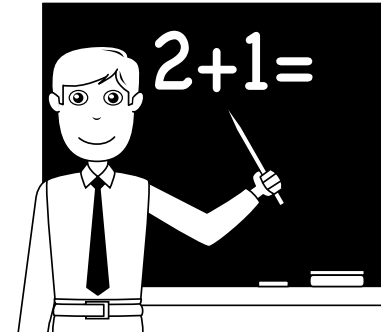
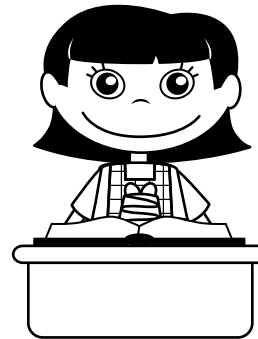
adiós _____

el maestro _____

la maestra _____

el estudiante _____

los estudiantes _____



Chapter 2 Phrases

¿Cómo te llamas? _____

Yo me llamo . . . _____

Chapter 3 Words/Phrases

¿Cómo estás? _____

estoy _____

bien _____

feliz _____

triste _____

Master Your Songs

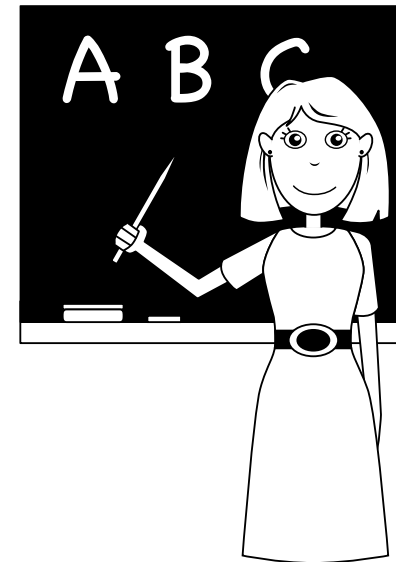
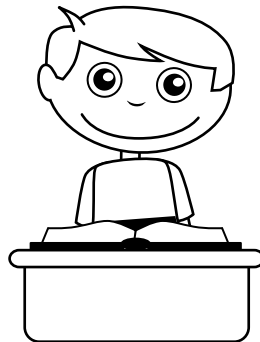
Hola maestra Song [Track 1]

Here comes **maestra**,
¡Hola, hola!

Teach **los estudiantes**,
Students!

Away goes **maestra**,
¡Adiós!

Good-bye, **estudiantes**,
Good-bye, students!



Greetings Song [Track 2]

¡Adiós, adiós!

¡Adiós, adiós!

I'll see you soon! (x2)

¡Hola, hola!

¡Hola, hola!

Glad that you came back! (x2)

Alphabet Chant [Track 3]

LYRICS

A, B, C, CH

D, E, F, G,

H, I, and J,

K and then we say

L, LL, M, N,

Ñ with a squiggle,

O, P, Q, and **R**

gives your tongue a tickle,

S, T, and **U** says "oo"

V, W,

X, and **Y,**

Z—now let's play!

PRONUNCIATION

a, be, ce, che,

de, e, efe, ge

hache, i, and jota,

ka, and then we say

ele, elle, eme, ene,

eñe with a squiggle,

o, pe, cu, and erre

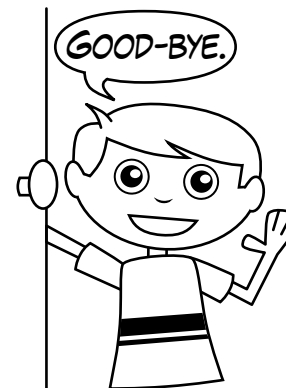
gives your tongue a tickle,

ese, te, and u says "oo"

uve, uve doble,

equis, and i griega,

zeta—now let's play!



“Where’s Tortuga?” [Track 4]

¿Dónde está Tortuga? ¿Dónde está Conejo?

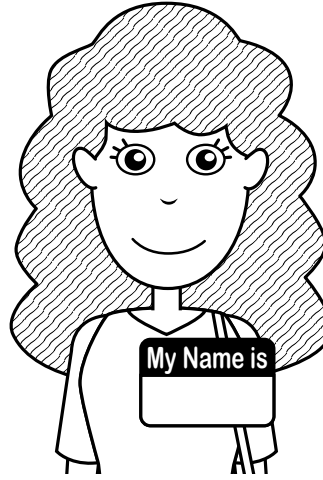
Here I am! Here I am!

¡Ho-ola Tortuga! ¡Ho-ola Conejo!

¡Adiós, adiós!

Yo me llamo Song [Track 5]

Yo me llamo (clap-clap-clap),
(clap-clap-clap),
(clap-clap-clap),
Yo me llamo (clap-clap-clap)
¿Cómo te llamas?



Spanish Vowels Chant [Track 7]

A says “a”—**hola, hola**
E says “e”—**estudiante**
I says “i” like happy: **feliz**
O says “o”—**hola, hola**
U says “u”—**estudiante**

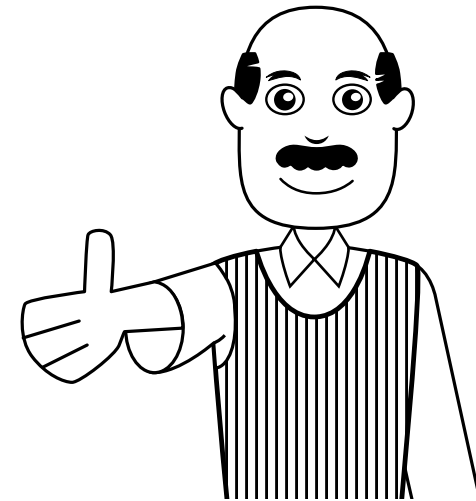
¿Cómo estás? Song [Track 8]

Hola, amigo, ¿cómo estás?
How are you friend, **¿cómo estás?**
Gracias, amigo, estoy bien.
Thank you, friend, I’m doin’ fine. (x2)

Hola, amigo, ¿cómo estás?
How are you, friend, **¿cómo estás?**
Gracias, amigo, estoy triste.
Thank you, friend, I’m feelin’ sad.

Hola, amigo, ¿cómo estás?
How are you, friend, **¿cómo estás?**
Gracias, amigo, estoy feliz.
Thank you, friend, I’m feelin’ happy.

Estoy feliz, feelin’ happy. (x4)

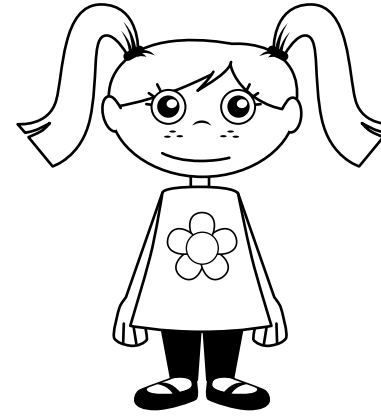


If You're Feliz and You Know It [Track 9]

If you're **feliz** and you know it, clap your hands!
If you're **feliz** and you know it, clap your hands!
If you're **feliz** and you know it, then your face should surely show it.
If you're **feliz** and you know it, clap your hands!

If you're **triste** and you know it, cry out loud! (boo-hoo!)
If you're **triste** and you know it, cry out loud! (boo-hoo!)
If you're **triste** and you know it, then your face should surely show it.
If you're **triste** and you know it, cry out loud! (boo-hoo!)

If you're **feliz** and you know it, clap your hands!
If you're **feliz** and you know it, clap your hands!
If you're **feliz** and you know it, then your face should surely show it.
If you're **feliz** and you know it, clap your hands! (x2)

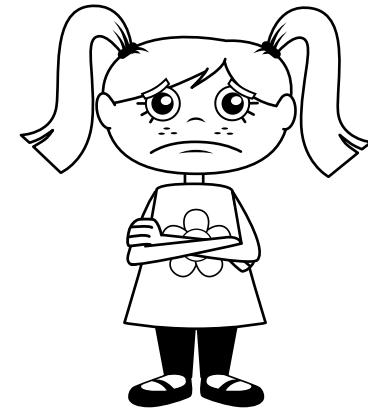
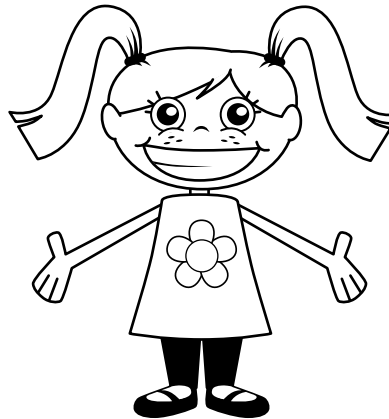


¿Cómo estás? Chant [Track 10]

Hey, HEY! ¿Cómo estás?
Tell me how you are, friend.
Estoy, estoy, ¡estoy bien!
I am doing fine, fine!

Hey, HEY! ¿Cómo estás?
Tell me how *you* are, friend.
Estoy, estoy, ¡estoy feliz!
I am feeling happy, happy!

Hey, HEY! ¿Cómo estás?
Tell me how you are, friend.
Estoy, estoy, ¡estoy triste!
I am feeling sad, sad!



Put On a Play

Tortuga is walking along the road one day when **Conejo** goes hopping by. **Conejo** stops just long enough to have this quick conversation with **Tortuga**. Get your puppets and act out the conversation! If you really learned your lessons, you may even be able to put on the whole puppet show by yourself!

Conejo: ¡Hola!

Tortuga: ¡Hola!

Conejo: ¿Cómo te llamas?

Tortuga: Yo me llamo Tortuga. ¿Cómo te llamas?

Conejo: Yo me llamo Conejo. ¿Cómo estás?

Tortuga: Estoy bien, gracias. ¿Cómo estás?

Conejo: Estoy feliz. ¡Adiós!

Tortuga: ¡Adiós!

Chapter Story

The Three Little Pigs

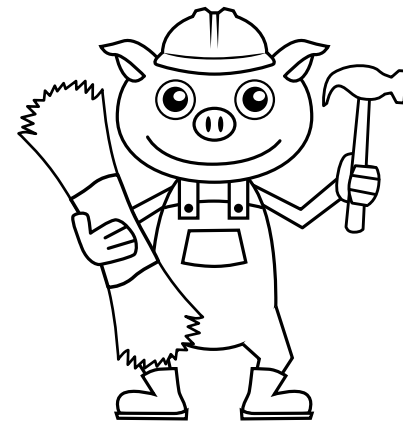
As your **maestro** or **maestra** reads this story to you, listen for the Spanish words and circle them.

Once upon a time, there were three little pigs. When they grew up, they left home to build their own houses. **Adiós**, little pigs!

The first little **cerdo** (pig) met a girl who was carrying a bundle of straw. “**¡Hola!**” said the little **cerdo**. “**¿Cómo te llamas?**”

The girl answered, “**Yo me llamo** Susi.”

The little **cerdo** said, “Would you please give me some straw so that I can build a house?” So Susi gave him some straw and the little **cerdo** started building his house. When he was finished, he heard a



knock at the door. “Who is it? **¿Cómo te llamas?**” he asked.

“**Yo me llamo** Wolf,” said the wolf. “**¿Cómo estás?**”

“**¡Estoy bien!**” said the little **cerdo**.

“May I come in?” asked the wolf.

But the little **cerdo** knew the wolf was bad, so he said, “Not by the hair of my chinny-chin-chin!”

“Then I will huff and puff and blow your house in!” said the wolf. And he did.

The second little **cerdo** met a boy who was carrying a load of sticks. “**¡Hola!**” said the little **cerdo**. “**¿Cómo estás?**”

“**Estoy bien,**” the boy replied.

“I would like to have some sticks to build a house,” said the little **cerdo**. So the boy gave him the sticks. When the **cerdo** finished building the house, guess who knocked on his door? The big bad wolf!

“Who’s there? **¿Cómo te llamas?**” asked the second **cerdo**.

“**Yo me llamo** Wolf.”

“You can’t come in!” said the **cerdo**. “Not by the hair of my chinny-chin-chin!”

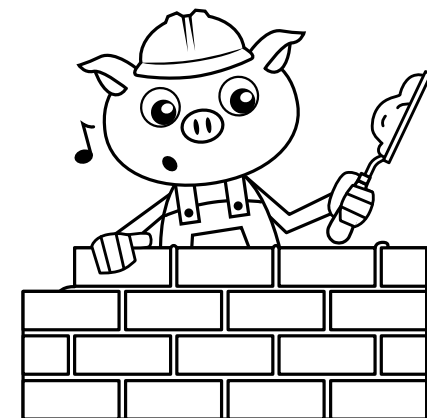
“Then I will huff and puff and blow your house in!” the wolf howled. And he did!

The third little **cerdo** wanted a strong house. So, when he met a boy who was carrying a load of bricks, he said, “**¡Hola! ¿Cómo estás?**”

“**¡Estoy triste!**” The boy said. “These bricks are too heavy for me! I do not want to carry them! Would you like to have some?” So the third little **cerdo** built his house of bricks.

Then the big bad wolf came along and knocked on his door. “Let me come in, little **cerdo!**” he said.

“Not by the hair of my chinny-chin-chin!” said the little **cerdo**. “Then I will huff and puff and blow your house in!” said the wolf. And he huffed and he puffed and he huffed and he puffed, but he could not blow that house in. He went away, and the little **cerdo** was safe in his house. **¡Adiós, Wolf!**



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